

Evaluation of School Effectiveness of Secondary Education System: Comparative view of Public and Private Institutions of Pakistan

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Abstract

The intention of this study was to examine the school effectiveness in public and private schools at secondary level. The study was designed to see the effectiveness of public and private schools. The objectives of the study were: To find out the effectiveness of public secondary schools of Lahore city. To find out the effectiveness of private secondary schools of Lahore city. To compare the effectiveness of public and private schools of Lahore city. To suggest measures to improve the effectiveness of public and private secondary schools. To fulfill these objectives a questionnaire on school effectiveness was developed by the researchers. Computer program SPSS (statistical package for social sciences) was used to analyze the data. Majority of the private schools are satisfied with their communication skills, about their management activities, staff development and their performance. Private schools are satisfied about their interpersonal relationships with their teaching staff and their teaching staff also agrees that private schools perform their duties and responsibilities in better way. Overall results show that both Govt. and private schools are performing well but private schools are performing very well as compared to Govt. at the secondary level.

1. Introduction

An organization is said to be effective if it is doing the right thing in the right way, while striving to achieve its objectives using its resources optimally, i.e., economically, efficiently and effectively. Erlendsson (2002) defines effectiveness as: "The extent to which objectives are met".

It is common sense that an effective school is roughly the same as "good" school. School, being a social instrument of growth and development, how effectively a school functions is a question of national interest right from the top level planners to the parents who send their children to the schools. Though the level of expectation could vary at different persons, every one would expect that the school effectiveness should be optimum at a given time and situation, the academic achievement and reputation of the school may both be considered as the explicit or practical indicators of its effectiveness or outcome. The performance of the school can be expressed as the output of the school, which in turn is measured in terms of the average achievement of the pupils at the end of a period of formal schooling.

But the outcomes to a great extent depend upon a number of internal factor such as the principle's leadership style and his involvement in the school activity, teacher's involvement and performance, the student's involvement and the quality of their performance the availability and utilization of resources, social acceptance of the school and so on.

Laggard (1991) documented that,

"An effective school has a climate that is purposeful and orderly, has high standards of performance, has a clear sense of mission, has strong goal and achievement oriented leadership and a staff that is involved in planning".

As the success of any enterprise depends upon the quality of its leadership, the effectiveness of the school too depends upon the leadership style of its principal or head master. The head teacher acts as the leading professional in a school and as an officer of the local authority. He/she provides appropriate vision, leadership and direction to ensure high standards of education for all the children and young people in their care so that they can become successful learners, confident individuals, responsible citizens and effective contributors. To achieve this, the head teacher works with and is accountable to others to ensure that the school is organised and managed to meet its aims and targets, and is a creative, disciplined learning environment. In so doing, the head teacher works with a range of others - staff, children and young people, parents, local community members, voluntary organisations, local authority officers and other agencies involved in services for children and young people and their families. Each school will present different challenges reflecting the school's circumstances and the communities they serve.

The cooperation of teaching staff to head teacher in the management activities of school like maintenance of records of all types and facilitate the students, is very important. Without the proper and healthy support of teaching staff, it is difficult for head teacher to execute the management activities (management of physical and work resources, maintenance of school building etc) of the school.

2. Concept of school effectiveness

School effectiveness has been one of the major concerns of practitioners and policy makers, throughout the world. The notion of school effectiveness encompasses students' academic achievements and development of their personality together with the development of teachers

The concept of effective school was introduced in America in 1960s. A number of American universities and research institutes worked on this issue. Coleman (1966) is of the view that difference of school does not make a significance difference in student's achievement. The stress was on family and the environment in which the children (student) live, as it will have substantial influence on achievement and subsequent performance. This leads to the opinion that schools and teachers make no difference. This research accepted that school plays an insignificant portion in the education of the student, curriculum was considered to be considerably important to meet the child's requirement. This was the thinking in 60s and curriculum provision was considered as the main tier and function of schools continuing with this thinking was that the teachers are not involved in the classrooms; and no linkage was developed between the teaching style and curriculum development (Hopkins, 1987).

Contrary to 1960s, during 1970s, 1980s and gradually, the consideration of an effective contribution to a student's achievement assumed education became an important role and started drawing greater attention of the research scholar. Bookover *et al.* (1979) supported the concept that schools could make a difference, to a child's attainment.

Reynolds (1976) started work in England on 'School Difference Research'. The results provided and established the concept of school effectiveness. He published his findings, in an article in the New Society Journal. His work was continued by Edmonds (1978), who identified factors of effective schools, that, he found made a difference to performance and achievement.

3. School effectiveness in Pakistan

School effectiveness, in Pakistan, has been viewed in different contexts. Educational plans have no clear-cut provision on school effectiveness. Although improving curriculum and teacher's training has been the main thrust of all major policies, yet, school effectiveness is a major concern from two standpoints: quality of teaching and outcomes of students.

In Pakistan, school effectiveness is generally, measured by results obtained by students at various levels. The higher the number of grades and the pass percentage, more effective the school is considered. This is, however, not the correct approach, as school effectiveness should deal with overall development of student personality, whereas

scholastic achievement, teacher's training, teacher taught relationship are basic components of school development, as a result of Professional Development. While making the pass percentages as a standard for school effectiveness, many factors may be overlooked. There are possibilities that "Good" outcome may be done to supplemental coaching outside the school, by those who can afford this, which indirectly indicates that obtaining good results is not because of teaching at the school but is dependent on the "paying capacity" of those who can afford for coaching outside the school hours.

The above considerations lead us to the inference, that school effectiveness is judged only by grades obtained rather than more effective elements leading to holistic development of children. Factors such as developing the learning skills, building confidence to face life, attitude and perception towards life, etc, or in other words the intellectual growth stands to be neglected (Siddiqui, 2007).

4. School Effectiveness in Public Schools

Students in public schools have math scores that are just as good if not better than those of students in private schools, according to a new national study. The research focused across several years on 9,791 secondary school students.

"These data provide strong, longitudinal evidence that public schools are at least as effective as private schools in boosting student achievement," said researcher Christopher Lubienski of the University of Illinois. Combined with other, yet-unpublished studies of the same data, which produced similar findings, "we think this effectively ends the debate about whether private schools are more effective than publics," said Lubienski, whose research has dealt with all aspects of alternative education. This is important, he said, because many current reforms, such as "No Child Left Behind" charter schools and vouchers for private schools, are based on the assumption that private schools offer better education than public schools.

A previous study by the Lubienskis heated up controversy over the quality of private school education. It showed that students' math scores are better at public schools than at private schools, when controlling for socioeconomic status, but some critics said that study failed to show the possible effect over time of different types of schooling.

The most recent data available for the University of Illinois study was gathered in 2004, in the spring of the students' fifth-grade year. The sample used for the study included students in 1,531 schools (1,273 public, 140 Catholic and 118 other private schools).

After controlling for demographic differences among students and schools, the researchers found that public school students began kindergarten with math scores roughly equal to those of their Catholic school peers. By fifth grade, however, they had made significantly greater gains, equal to almost an extra half year of schooling, Sarah Lubienski said.

Public school students also "rivaled the performance of students in other (non-Catholic) private schools," the researchers wrote. After adjusting for demographics and initial kindergarten scores, they found that achievement gains between kindergarten and fifth grade were roughly equal.

"School type alone doesn't explain very much of why these scores vary ... in truth, whether the school is public or private doesn't seem to make that much difference," Sarah Lubienski said.

The researchers go on to write that they "personally see private schools as an integral part of the American system of education" and "there are many valid reasons why parents choose private schools and why policymakers may push for school choice."

5. Methodology of the Study

Data was analyzed using SPSS software and main results were found as under:

5.1 Opinion of Students about their School

Proceeding table shows the opinion of students about their school

Sr #	Statement	School	SA	A	UD	D	SD
			%	%	%	%	%
1.	The school maintains a good reputation in the locality.	G	64.0	30.4	3.6	1.3	0.7
		P	45.3	36.7	13.3	4.3	0.4
2.	The school provides good opportunities for sports, games and	G	44.7	40.7	6.6	2.7	5.3

dramatics.	P	33.3	55.3	4.7	6.0	0.7
3. The various activities in the school are carried out as per the schedule.	G	38.7	36.0	12.6	8.7	4.0
	P	27.3	50.0	10.0	12.0	0.7
4. The school has adequate modern facilities.	G	17.3	46.7	8.7	25.3	2.0
	P	22.0	48.0	9.3	18.7	2.0

Above table shows the opinion of students about their school. First statement shows that 94.4% of govt and 82.0% of private students agree that school maintains good reputation in the locality where as 2.0% govt and 4.7% private students are disagree. In second statement 85.4% govt and 88.6% private students agree that school provides good opportunities for sports, games and dramatics where as 8.0 % govt and 6.7% private students are disagree. Third statement shows that, 74.7 % of govt and 77.3% private students agree that various activities in the school are carried out as per the schedule where as 12.7 % govt and 12.7% private students are disagree. In fourth statement, 64.0% govt and 70.0 % private students agree that school has adequate modern facilities where as 27.3 % govt and 20.7% private students are disagree.

5.2 Opinion of Students about their School

Proceeding table shows the opinion of students about their school

Sr #	Statement	School	SA	A	UD	D	SD
			%	%	%	%	%
5.	The school is open to all classes.	G	51.3	34.7	6.6	6.7	0.7
		P	26.0	31.3	6.7	22.7	13.3
6.	There is no favoritism in the school.	G	12.7	39.3	14.0	22.0	12.0
		P	26.7	38.0	8.6	20.7	6.0
7.	Students think that school prepares them for the future occupation.	G	36.7	40.7	15.3	5.3	2.0
		P	57.0	33.6	4.0	4.7	0.7

Above table shows the opinion of students about their school. First statement shows that 86.0 % of govt and 57.3% of private students agree that their school is open to all classes where as 7.4 % govt and 36.0% private students are disagree. In second statement 52.0% govt and 64.7% private students agree that there is no favoritism in the school where as 34.0% govt and 26.7% private students are disagree. Third statement shows that 77.4 % of govt and 90.6% private students agree that students think that school prepares them for the future occupation where as 7.3 % govt and 5.4% private students are disagree.

5.3 Opinion of Students about their Head Teacher

Proceeding table shows the opinion of students about their head teacher

Sr #	Statement	School	SA	A	UD	D	SD
			%	%	%	%	%
1.	Head Teacher is punctual.	G	44.0	48.0	4.6	2.7	0.7
		P	46.7	46.0	4.6	2.7	0.0
2.	Head Teacher follows rules and regulations.	G	36.7	45.3	12.6	4.7	0.7
		P	52.7	42.7	3.3	1.3	0.0
3.	Head Teacher never compromises in disciplinary work	G	31.3	42.7	7.3	14.0	4.7
		P	39.6	42.3	10.7	6.7	0.7
4.	Students can approach head teacher when they are in need.	G	25.3	38.0	13.4	17.3	6.0
		P	53.3	36.7	3.3	4.0	2.7

Above table shows the opinion of students about their head teacher. In first statement, 92.0% of govt and 92.7% private students agree that their head teachers is punctual where as 3.4% govt and 2.7% private students are disagree. Second statement shows that, 82.0% govt and 95.4% private students agree that head Teacher follows rules and regulations where as 5.4 % govt and 1.3% private students are disagree. In third statement, 74.0% of govt and 81.9% private

students agree that head teacher never compromises in disciplinary matters, where as 18.7% govt and 7.4 % private students are disagree. Forth statement shows that 63.3 % govt and 90.0% private students agree that students can approach head teacher when they are in need where as 23.3% govt and 6.7% private students are disagree.

5.4 Opinion of Students about their Head Teacher

Proceeding table shows the opinion of students about their head teacher

Sr .#	Statement	School	SA %	A %	UD %	D %	SD %
5.	Head teacher motivates teachers to be more innovative.	G	20.0	42.0	16.6	12.7	8.7
		P	15.3	56.0	14.7	11.3	2.7
6.	Head teacher helps teachers in arranging and organizing co-curricular activities	G	14.7	46.7	13.2	20.7	4.7
		P	27.3	55.3	6.1	8.0	3.3
7.	The Head Teacher provides adequate facilities for effective teaching.	G	20.0	53.3	8.1	15.3	3.3
		P	38.0	48.0	8.0	5.3	0.7

Above table shows the opinion of students about their head teacher. First statement shows that 62.0% of govt and 71.3 % private students agree that head teacher motivates teachers to be more innovative where as 21.4 % govt and 14.0 % private students are disagree. In second statement 61.4% govt and 82.6% private students agree that head teacher helps teachers in arranging and organizing co-curricular activities where as 25.4 % of govt and 11.3 % private students are disagree. Third statement shows that 73.3% govt and 86.0% private students agree that the head teacher provides adequate facilities for effective teaching, where as 18.6% govt and 6.0% private students are disagree .

5.5 Opinion of Students about their Teachers

Proceeding table shows the opinion of students about their teachers

Sr .#	Statement	School	SA %	A %	UD %	D %	SD %
1.	Teachers use improvised teaching aids in class.	G	4.7	39.3	19.4	25.3	11.3
		P	18.0	48.7	21.3	10.0	2.0
2.	Problems of students are sympathetically viewed by the teachers.	G	25.3	36.0	6.0	24.0	8.7
		P	22.0	48.0	9.3	16.0	4.7
3.	Teachers organize literary talk to encourage the students.	G	19.3	40.7	12.0	26.0	2.0
		P	32.0	50.7	12.6	4.0	0.7
4.	Teachers' emphasis on discipline.	G	22.0	48.0	13.3	14.0	2.7
		P	38.7	51.3	6.0	4.0	0.0

Above table shows the opinion of students about their teachers. In first statement 44.0% of govt and 66.7% of private students agree that teachers use improvised teaching aids in class where as 36.6% govt and 12.0% private students are disagree. Second statement shows that, 61.3 % govt and 70.0% of private students agree that problems of students are sympathetically viewed by the teachers where as 32.7 % govt and 20.7 % private students are disagree. In third statement 60.0% of govt and 82.7 % private students agree that teachers organize literary talk to encourage the students, where as 28.0% govt and 4.7% private students are disagree. Forth statement shows that, 70.0% of govt and 90.0% private students agree that teachers' emphasis on discipline, where as 16.7% govt and 4.0% private students are disagree.

5.6 Opinion of Students about their Teachers

Proceeding table shows the opinion of students about their teachers

Sr #	Statement	School	SA	A	UD	D	SD
			%	%	%	%	%
5.	Teachers are punctual.	G	38.7	38.0	8.6	14.0	0.7
		P	53.3	40.0	2.0	4.0	0.7
6.	Teachers propose places for visit as field trips for students.	G	12.0	36.0	3.3	24.7	24.0
		P	26.0	46.0	2.6	18.7	6.7
7.	Teachers encourage the students to do socially useful and productive work.	G	21.3	36.7	12.7	22.0	7.3
		P	31.3	52.7	7.3	8.0	0.7

Above table shows the opinion of students about their teachers. First statement shows that 76.7 % govt and 93.3% private students agree that teachers are punctual where as 14.7% govt and 4.7 % private students are disagree. In second statement, 48.0 % of govt and 72.0% private students agree that teachers propose places for visit as field trips for students where as 48.7% govt and 25.4 % private students are disagree. Third statement shows that 58.0 % of govt and 84.0% private students agree that teachers encourage the students to do socially useful and productive work, where as 29.3 % govt and 8.7% private students are disagree.

5.7 Opinion of Students about Themselves

Proceeding table shows the opinion of students about themselves

Sr #	Statement	School	SA	A	UD	D	SD
			%	%	%	%	%
1.	Student's participation in the class is encouraging.	G	30.0	35.3	8.7	22.7	3.3
		P	30.0	50.7	11.3	6.7	1.3
2.	Students tend to study when examination come.	G	41.3	30.7	5.3	16.7	6.0
		P	17.3	22.7	8.7	28.0	23.3
3.	Students make use of library books whenever they are free.	G	18.7	37.3	10.0	21.3	12.7
		P	37.3	42.7	6.0	10.7	3.3
4.	On the basis of examination results, the bright students are felicitated.	G	18.7	46.7	11.2	14.7	8.7
		P	43.3	38.6	6.1	11.3	0.7

Above table shows the opinion of students about themselves. In first statement, 65.3% of govt and 80.7% private students agree that student's participation in the class is encouraging where as 26.0% govt and 8.0% private students are disagree. Second statement shows that 72.0 % of govt and 40.0% private students agree that students tend to study when examination come where as 22.7% govt and 51.3% private students are disagree. In third statement 56.0% of govt and 80.0% private students agree that students make use of library books whenever they are free, where as 34.0% govt and 14.0% private students are disagree. Forth statement shows that, 65.4% govt and 81.9% private students agree that on the basis of examination results, the bright students are felicitated, where as 23.4% govt and 12.0% private students are disagree.

5.8 Opinion of Students about Themselves

Proceeding table shows the opinion of students about themselves

Sr. #	Statement	School	SA	A	UD	D	SD
			%	%	%	%	%
4.	Students improve knowledge by reading books.	G	62.3	30.0	3.0	2.7	2.0
		P	54.0	30.7	8.7	4.7	1.9
5.	Students have a healthy relationship between teaching and learning.	G	14.7	42.7	10.6	19.3	12.7
		P	29.3	48.7	12.0	10.0	0.0
6.	The high size in class makes it difficult for the students to clear their doubts.	G	33.3	34.7	14.7	12.0	5.3
		P	30.7	18.0	11.9	26.7	12.7

Above table shows the opinion of students about themselves. First statement shows that 92.3% govt and 84.7% private students agree that students improve knowledge by reading books, where as 4.7% govt and 6.6% private students are, disagree. In second statement, 57.4 % govt and 78.0% of private students agree that students have a healthy relationship between teaching and learning, where as 32.0% govt and 10.0% private students are disagree. Third statement shows that 68.0 % govt and 48.7% private students agree that the high size in class makes it difficult for the students to clear their doubts where as 17.3 % govt and 39.4% private students are disagree.

5.9 Final Result

Proceeding table shows the final result of school effectiveness study.

	School	N	Mean	St.d	t.value	Sig
Effectiveness	Public	150	104.1933	12.97375	-4.714	.065
	Private	150	110.7933	11.21498		

Summary of *t.test* reveals that *t.value* is significant at 0.05 level of significance. Hence null Hypothesis stating no significant difference in school effectiveness in public and private schools was rejected.

6. Conclusion

The conclusion of the study draws on the basis of the findings of the research study. Majority of the private schools are satisfied with their communication skills, about their management activities, staff development and their performance.

Private schools are satisfied about their interpersonal relationships with their teaching staff and their teaching staff also agrees that private schools perform their duties and responsibilities in better way.

Over all results show that both govt and private schools are performing well but private schools are performing very well as compared to govt at the secondary level. These findings will provide information to the government, educational administrators, policy makers, and school heads interested in increasing the school effectiveness.

Regardless of the school status, a safe working environment, supportive administration and involved teachers are connected with high level of school effectiveness.

At the conclusion of this research the researcher wants to open this fact that most students do not share their responses in a sincere manner. So these insincere responses of the students may affect the results of this research.

The following recommendations are making on the basis of the study.

- Government should probe the reasons for poor effectiveness of public schools.
- Education policy makers and administration should fulfill the basic needs and requirements of head teachers and teachers so that they perform their duties in best possible way.
- Administrators should create a supportive organizational environment which helps to reduce conflicts between teachers and head teachers.
- Public school heads should evaluate their own leadership styles and try to improve them for effective management.
- As the private schools were proved to be more effective, therefore government should encourage private sectors to open secondary schools especially for female students in rural area.

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